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ABSTRACT

In September 1978, the Asian Centre of Educational Innovation for Development convened a meeting to consider ways of promoting continuing education of teacher educators for innovative teacher education. This meeting prepared guidelines and country plans for the organization of National Advanced-Level Workshops involving member nations: Thailand, Bangladesh, Afghanistan, Sri Lanka, Pakistan, and Malaysia. The six directors of these workshops met again at another workshop to review experiences gained in the national workshops and to formulate suggestions for further actions. The review and suggestions for each country are presented in this report. All six of the nations have been contemplating or attempting further developments in their educational systems by changes to their structure, curricula, and methodologies in teacher education. The objectives of the workshops had many features in common, the ultimate aim being to improve general education through the further education of teachers. (CJ)

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ASIAN PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT APEID

CONTINUING EDUCATION FOR TEACHER EDUCATORS - SECOND SERIES

A SYNTHESIS OF SIX NATIONAL WORKSHOPS

Report of a Sub-Regional Workshop
(Kuala Lumpur, 25 June-2 July 1979)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE SUB-REGIONAL WORKSHOP FOR
THE SYNTHESIS OF SIX NATIONAL WORKSHOPS
FOR TEACHER EDUCATORS

WAS ORGANIZED BY

THE TEACHER TRAINING DIVISION OF THE
MINISTRY OF EDUCATION, MALAYSIA

IN COLLABORATION WITH

THE ASIAN CENTRE OF EDUCATIONAL
INNOVATION FOR DEVELOPMENT (ACEID)
FOR UNESCO

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AUG 1 8 1980

PREFACE

The Sub-regional Workshop for Synthesis of Experiences of National Advanced-Level Workshops for Teacher Educators was organized jointly by the Teacher Training Division, Ministry of Education, Malaysia, and the Asian Centre of Educational Innovation for Development (ACEID), at Kuala Lumpur, Malaysia, from 25 June to 2 July 1979.

In September 1978, the Asian Centre of Educational Innovation for Development convened a Sub-regional Preparatory Meeting to consider ways of promoting continuing education of teacher educators for innovative teacher education. The Sub-regional Preparatory Meeting prepared guidelines and the country plans for organization of National Advanced-Level Workshops.

Following the Sub-regional Preparatory Meeting, Advanced-Level Workshops for Teacher Educators were organized at the national level in six countries: Thailand (8-17 November 1978), Bangladesh (18-28 December 1978), Afghanistan (20-30 January 1979), Sri Lanka (26 February-9 March 1979), Pakistan (10-22 March 1979) and Malaysia (12-22 March 1979). The six directors of the National Advanced-Level Workshops met again at the Sub-regional Synthesis Workshop, where they reviewed the experiences gained in the National Advanced-Level Workshops, and formulated suggestions for further actions. The review and suggestions are presented in this report according to the chronological sequence of the holding of the national workshops.

The draft report was presented at the concluding session of the Workshop on 2 July 1979, and was adopted with modifications. The suggested modifications have been incorporated in this final version.

Chapter I

HIGHLIGHTS OF NATIONAL ADVANCED-LEVEL WORKSHOPS

The 1970s saw the focus of education, in the developing countries of Asia, flaring out of the school system to embrace a wider spectrum of society, as the concept of education for change and national development occupied the minds of educational pioneers. As a result, the educational scene is undergoing a metamorphosis in objectives, content, methodologies and the roles and responsibilities of the teachers. The teacher has once again come into the forefront as an agent of change. It has therefore become incumbent on the institutions preparing teachers to keep in tune with the changes that are taking place around them.

A programme to revitalize teacher education was therefore developed in the form of Advanced-Level Workshops by the countries participating in APEID, and a Sub-Regional Preparatory Workshop was convened in Bangkok in September 1978 to plan a series of National Advanced-Level Workshops in the six member countries that attended Afghanistan, Bangladesh, Pakistan, Malaysia, Sri Lanka and Thailand participated in the preparatory meeting. Subsequently, they conducted their own National Advanced-Level Workshops in their respective countries, in accordance with the guidelines formulated in Bangkok, and the following report contains the highlights of these workshops.

Thailand

During the past 25 years, the Teacher Education Department has implemented several important innovative projects such as the Project for Preparation of Teachers for Rural Areas, the Head Start Project, the Teacher Education cum Education Extension project, the Evening Pre-service Teacher Education programme to encourage and intensify the teacher's role in contributing to the betterment of the community. But in the last six years, the large increase of student teachers and the political activities of student activists curtailed the teacher education development. The teacher education development programmes therefore suffered many setbacks and feel short of the planned objectives. However, during this period, the Ministry of Education decided to transform the structure of the education system from 4-3-3-2 to 6-3-3 system. Along with this structural transformation which began in 1978, a major curriculum reform relating to structure, content, textbooks, learning and teaching and evaluation for both primary and secondary schools has been launched.

Continuing education for teacher educators

On account of the above changes, an awareness has dawned upon key teacher educators of the need for evaluation of existing teacher education programmes and the examining of desirable roles and responsibilities of teacher educators in preparing teachers in the primary and secondary schools to be able to teach and organize educational activities consistent with the objectives of the new curriculum and to contribute to community development. The Advanced-Level Workshop for Teacher Educators was to be the new approach to help bring together key teacher educators for the purpose of exchanging views, sharing experiences, proposing alternative strategies to overcome current problems and suggesting educational innovations for the future development of teacher education.

Objectives

The objectives of the Advanced-Level Workshop for Teacher Educators were:

1. To enable participants to exchange experiences relating to educational innovations in respect of past and present teacher educational development programmes;

2. To provide opportunities for participants to exchange ideas and evaluate their own work;

3. To create an awareness among teacher educators of the significance and need for the introduction of innovations for educational development;

4. To request participants to delineate pertinent problems relating to teacher educators and analyze the social conditions under which those problems prevail;

5. To give participants the opportunity to assess current innovations and approaches for problem-solving and educational development;

6. To require participants to recommend alternative strategies and innovations for problem-solving and educational development; and

7. To prepare teacher education development projects that may be integrated into the master plan.

Pre-workshop preparation

A committee was appointed by the Teacher Education Department to make necessary preparations for the Advanced-Level Workshop for Teacher Educators. The committee met and set out the objectives, procedures, venue and duration of the workshop. The committee developed also criteria for selecting the participants of the workshop.

Participants were asked to prepare short case studies on innovative projects of 5-10 pages in length for presentation at the workshop.

Resource materials relating to the background and problems to be discussed at the workshop were sent to the participants of the workshop.

Texts, reports and other materials relating to teacher education and recent innovative practices were gathered for the purpose of building a "resource corner" for the workshop. Materials which consisted of not too many pages were reproduced and sent also to the participants in advance.

Participants

The workshop was attended by 30 participants including the director of the workshop: 11 Rectors of Teacher Colleges; seven senior lecturers from the Universities and the Teachers Colleges; two heads of divisions from the Teacher Council and the Department of Teacher Education; one Deputy Secretary-General from the National Committee of Education; one head of the Education Section from Province of Nakornratsrima and seven educational supervisors from the Department of Teacher Education, Ministry of Education.

Process of the workshop

During phase one of the workshop, participants were requested to briefly present their innovative projects. This was followed by group discussion. Problems and issues were discussed, and finally the projects were internally evaluated by the reporting teacher educators.

The following papers were presented by the participants:

1. Developing professional proficiency for educational personnel.
2. Strengthening competency teaching.
3. Development of model village.
4. Model school project.
5. Project of integrated development and universalization of education.
6. Project for clustering teacher education programme.
7. Micro-teaching project for increasing professional proficiency of student teachers.
8. Project of mobile handicraft training.
9. Programme for preparing technical and vocational teachers.
10. Co-ordinating work on teacher education.
11. Preparing teachers for educational innovations.

During phase two, all participants, after discussing at length the projects mentioned above, identified 34 problems covering both teacher preparation and the in-service programmes. These problems were arranged in order of priority. The following nine problems are classified as having high priority.

Continuing education for teacher educators

1. A lack of intellectual conviction, ideals and attitudes on the part of teacher education institutes towards the preparation of teachers. Some instructors limit their role only to lecturing. Instructors who are aware of and totally committed to their roles need the recognition and support of the administrative bodies.

2. The distribution of the teaching force among teacher education institutes is not commensurate with the needs of individual teacher education institutes.

3. Supervision of teaching practice is still far from effective. Instructors who are subject specialists do not appreciate the service of supervisors. In any case support for supervisory work needs to be increased.

4. Teaching in teacher education institutes gives inordinate weightage to abstract over practical aspects. Unable to settle down to actual teaching situations, the graduate of the teacher education institutes can only resort to lecturing.

5. The responsibility of preparing teachers is scattered among disparate teacher education institutes which cannot be brought together for joint planning or effective co-ordination. The planning of teacher education by one authority independently of the other components of educational development results in a failure to fulfil the needs of the country.

6. There is no feedback evaluation system built into the projects of teacher education development. Evaluations, if any, are mostly summative and contribute very little to the improvement of project implementation.

7. The majority of the graduates of teacher education institutes are rated low in both competency and content. This could be due to poor academic backgrounds of student teachers combined with the lack of opportunity for intensive training and practice teaching.

8. The majority of the graduates of teacher education institutes fail to develop healthy attitudes and ideals towards the teaching profession. Some graduates decide to abandon teaching in favour of other careers and many graduates of teacher education institutes are reluctant or refuse out-right to take up assignment in rural areas. Those who are employed as teachers lack the will to apply what they have learned for the benefit of the pupils.

9. The method of recruiting teachers is not strictly based on achievement norms and the examination in professional subjects for the applicants in somewhat repetitive and unnecessary.

During phase three, participants became aware of the interlinking nature of all 34 problems. Nine problems were rated by participants as being of a serious nature and in need of urgent attention. All problems were analysed and discussed in detail. Out of these discussions, the following needs were identified. They are:

1. To develop teaching staff to the level that they serve as examples to student teachers both in dedication and the intellectual conviction to the teaching profession;

2. To instil in and equip teachers with teaching competencies necessary for the overall development of primary and secondary school children; and

3. To train student teachers to be action-oriented teachers.

These objectives could be realized only through an effective implementation of teacher education programmes. Based on the in-depth discussion of issues at hand, the participants proposed six different programmes to tackle the problems.

1. Programme to apply data-system to management: This type of programme should facilitate co-ordination and co-operation between various units concerned with teacher education.

2. Objective based management programme: This type of programme aims at creating loyalty and desirable attitudes in instructors of teacher education institutes. While the objective of work are emphasized, the role and responsibility of personnel and their expected outputs are clearly defined.

3. Practice teaching and supervising programme:
The programme, an extension of competency-based training programme, aims at developing effective teaching and supervising strategies by using fewer personnel and supervisors.

4. Programme to study correlation between staff development within teacher education institutes and learning efficiency of teacher students:
The programme aims at optimal staff development activities based on the criteria of student's achieved performance.

5. Long-term in-service training programme for newly recruited instructors:

This programme is to be provided for newly recruited instructors before they take up teaching assignments and is to continue throughout their teaching career.

6. Cluster programme:

The programme is to make use of group organization for pupils, students, teaching staff of teachers colleges for learning, co-ordinating and developing of teacher preparation.

In addition, the workshop stressed the following strategies for the improvement of teacher preparation and upgrading:

1. A more effective use of educational innovations relating to learning-teaching by teacher education Institutes.

Continuing education for teacher educators

2. Teacher education institutes adopt the guideline that students learn through a diversity of learning activities and the instructors are duty-bound to learn together with the students.

3. More frequent exchanges of instructors and resource persons both on short-term and long-term bases.

4. One unit in the departmental office is to be made responsible for collecting data on existing projects and provide necessary support to all project implementations.

5. Instructors of teacher education institutes are encouraged to work closely with primary and secondary schools to fully understand the requirements of these schools.

6. The number of student teachers are to be planned jointly among all teacher education institutes.

7. Co-ordination to create good will and common understanding among all authorities on teacher education is to be emphasized.

8. Continue to improve in-service teacher education programme through decentralization.

9. A detailed study of the need for general purpose and specialist teachers to be made for the benefit of teacher education planning.

Aware of the urgent need for the improvement of teacher education programme, all participating teacher educators agreed to work together for the efficient and effective implementation of the desired goals in the teacher education of Thailand.

Follow-up activities

1. The brief final report of the National Advanced-Level Workshop on Teacher Education "A Self-Evaluation and Programmes for the 80's" was published and distributed to all teacher educators and lecturers of the teacher colleges all over the country in the new year of 1979.

2. The final report (Thai version) of the workshop was published and distributed to teacher educators and the teacher colleges in the country.

3. The continuing study programme for educational personnel organized by the Teacher Education Department has allowed one period or session for techniques of Advanced Level Workshop.

4. The Udornthani Teachers College and Ayuthaya Teachers College have organized similar institutional Advanced-Level Workshops, and the response of their staff has been favourable.

5. Silapakorn University - (whose representatives attended the workshop) came to accept the need for continuing education for lecturers of Teacher Colleges. Extra classes were opened for the admission of lecturers of the teacher colleges for their Master's degree in Education.

Conclusion

Before the end of the workshop, participants expressed their opinions and suggestions for the Advanced-Level Workshop in the following manner:

1. A concensus of participants' views made after the workshop indicates that participants consider Advanced-Level Workshops an extremely useful tool for conducting self-improvement and organizational development. By being allowed the opportunity to exchange views and carry out self-evaluation, participants have developed different ideas and approaches which are relevant to problem-solving.

2. Many participants requested that the Manual for Advanced-Level Workshop which is available in English be translated into Thai for general distribution.

Bangladesh

Preamble

Bangladesh National Advanced-Level Workshop was held at a time when an outline of an interim education policy was being discussed and debated at the national, divisional and district level workshops initiated and organized by the Ministry of Education. Prior to this, a National Curriculum and Syllabus Committee revised the curricula and syllabi for Classes I-XII and submitted its recommendations. An upsurge of enthusiasm and rising expectation seized the entire country, specially, the teachers, students, educational administrators and those interested in education. Universalization of Primary Education and work and production-oriented education were the two significant points that emerged out of the nation-wide debates on future education framework. The participants were alive to this when they came to the Workshop.

Objectives of the Workshop

The general aims and specific objectives of the Workshop were fixed in reference to the guidelines contained in the Handbook of Suggestions for Organizing Advanced-Level Workshops as modified in the Preparatory Group Meeting held at Bangkok from 11 to 20 September 1978. These were further discussed and adopted in the first session of the Workshop as basis for workshop deliberations. They are stated as follows:

General aims:

The general aims of the National Advanced-Level Workshop were:

- to reinforce the process of self-study, self-analysis, and self-renewal among teacher educators and in teacher training institutions;

- to sensitize teacher educators and others connected with teacher education to their changing roles and responsibilities;

- to promote exchanges of experiences and co-operative actions in matters of national interest among teacher educators, teacher training institutions and public and private agencies;

- to review and strengthen the mechanism of supporting teacher training institutions for such activities as 1-3 above; and

- to consider means of effective inter-country exchanges of experiences and co-operative actions in continuing education of teacher educators.

Specific objectives

The specific objectives were:

- exploration and re-examination of the effectiveness of current teacher education system and identification of areas needing innovation, re-organization, restructuring and strengthening;

- consideration of alternative solution to the identified problems taking into account the resource constraint and practicability of implementation;

- formulation of recommendations for a continuing teacher education programme for updating the knowledge of the teacher educators; and

- evolving and recommending an evaluation technique for continuing teacher education programme.

Pre-Workshop preparation

A National Planning Committee was formed under the chairmanship of the Additional Secretary, Ministry of Education with membership drawn from the teacher training institutions and educational administration. This committee prepared guidelines for the selection of participants and resource persons and set up an organizing committee for the Workshop. The organizing committee was formed with the Deputy Director of Education, Chittagong Division as Chairman and membership drawn from the local educational administrators, senior teacher educators and allied agencies. This committee discussed and approved the objectives of the Workshop, selected participants and resource persons and prepared the programme for the conduct of the Workshop.

Invitations to the participants were sent well in advance. The objectives of the workshop together with a format for writing the case study reports were communicated to the participants. They were also supplied with a copy each of the Unesco publications on continuing education for teacher educators, namely, (i) Report of a Regional Workshop (Bangkok, 24 October-5 November 1977) and (ii) Handbook of Suggestions for Organizing Advanced-Level Workshops (Bangkok 1978).

Participants

The Workshop was attended by 33 participants including the director of the workshop. They were drawn from all types of teacher training institutions: teacher training colleges, primary training institutes, Bangladesh Education Extension and Research Institute, Academy for Fundamental Education; and secondary schools and the Population Wing of Ministry of Education.

Mr. K.S. Palihakkara, the director of the Sri Lanka Workshop participated in the workshop as resource person. Mr. A.T. Morales, Unesco Educational Planning Adviser in Bangladesh also attended the workshop.

Process of the Workshop

The Workshop followed both case-study as well as the theme approach. Five theme papers on pre-selected themes and 12 case-study reports were presented by the participants and resource persons in plenary sessions. Each presentation was followed by discussions in which the participants freely expressed their views on issues and problems in teacher education. The work schedule provided for plenary sessions, group discussions and writing sessions. Plenary sessions were chaired by the participants following a system of rotation, keeping in mind a particular participant's experience and background suited to the particular item under discussion.

Theme for discussion

In the light of the ideas generated by discussion that followed the presentation of theme papers and case-study reports the participants discussed problems and issues in two plenary sessions and selected six broad problem areas for detailed discussions in the group meetings for reporting and recommendation. They were as follows:

1. Continuing Education for Teacher Educators;
2. Support for teacher education;
3. Linking teacher education curriculum with national development;
4. Selection, preparation and placement of teacher educators and teachers;
5. Research and evaluation in teacher education and
6. Making student teaching effective.

The following ten case-study reports were presented by the participants in the workshop:

1. Evaluation of the institutional programme by trainees of the Teachers' Training College for Men
2. Self-help Agriculture Project of the Teachers' Training College for Men
3. Poultry farming by the trainees of the Teachers' Training College for Men

4. Tutorials in the form of weekly examinations and supervised library reading in the Teachers' Training College for Women

5. Practical Agriculture and Sewing in the Teachers' Training College, Chittagong

6. National Field Operational Seminar on Literacy Linked with Development and National Workshop on Education for Development at the Bangladesh Education Extension and Research Institute

7. Survey of adult illiteracy and pre-school children in the vicinity of the Lakshmipur Primary Training Institute and arranging programme for their education

8. Elements of practical agriculture at the Feni Primary Training Institute

9. Involvement of practising school teachers in the supervision of student teaching at the Feni Primary Training Institute

10. Agriculture as a co-curricular activity introduced in the Teachers' Training College, Comilla

Most of the case-study reports were presented along with the institutional profiles and were mentioned as activities of an innovative nature introduced as co-curricular or extra-curricular activities the success or failure of which solely depended on the interest or initiative of a particular teacher or the head of the institution and the amount of interest they could generate in the teacher trainees. It has been felt that for successful implementation of innovations in teacher training programmes, these should be institutionalized with adequate support services, and credit marks be awarded to count in the final examination.

Problems and issues

1. Continuing education for teacher educators

With regard to this problem the participants were in agreement that presently there is no organizational or institutional set up for planning and co-ordinating teacher education programmes to keep in tune with the changes in the school curriculum arising out of the explosion in knowledge. The need for an organizational set up has, therefore, been keenly felt by the participants. The group felt that an organization named "National Advisory Council for Teacher Education" as recommended by the National Education Commission be immediately formed for planning and co-ordinating in-service and pre-service education for teacher educators. Selected teacher training institutions in the country may adequately be funded and equipped for organizing courses/seminars/conferences on regional and institutional basis in consonance with the local and regional needs. The group also felt that an institution for the development of educational staff might be set up to provide advanced courses

for educational administrators and teacher educators, and for initiating innovations in curriculum development, textbook writing, preparation of teachers; manuals and guides, research methods, evaluation techniques etc.

2. Support for teacher education

The group felt that the present organizational set-up for support services for teacher education is inadequate and a separate directorate for training and manpower might be established. An organizational set-up for the preparation and publication of textbooks, research materials, teachers' manuals, educational journals was considered necessary. Alternatively, Bangla Academy and School Textbook Boards could be strengthened and entrusted with this work. It was further felt that since teacher training institutions are residential in character their academic staff should be provided with residential accommodation on the campus.

3. Linking teacher education curriculum to national development

At present there exists a big gap between the school curriculum and the teacher training programme. Curriculum at the primary and secondary stages have been revised since independence to include new subject areas, like agriculture, population education and religious education. These subjects have not yet found places in the teacher education curriculum. Individual institutions made attempts to introduce innovations in their curriculum to include new subject areas, but due to lack of support in the form of qualified teachers and physical resources and funds they could not make much headway to irstitutionalize these programmes.

In order to bridge the gap and link the teacher education curriculum to national development, the group felt that short and long term measures should be considered. Under the short term measure short training courses at least of two months' duration in the modern subjects be given at the existing teacher training institutions and sufficient funds be placed at the disposal of the heads of the institutions to improvise required facilities locally as much as is possible.

As a long term measure the group recommended that personnel with adequate academic background and potentiality should be recruited and trained to teach modern subjects. Institutions should be provided with adequate facilities to teach these new subjects. Competent persons may be encouraged to develop courses in the new subject areas. Suitable evaluative devices are to be developed for assessing the nature and degree of work habits, attitudes and skills in the subject areas.

4. Selection, preparation and placement of student-teachers and teacher educators

The group discussed the problem in detail and agreed that the present system of selection of student teachers and the duration of the course deserve serious reconsideration. In the Primary Training Institutes reservation of 75 per cent of places available for untrained teachers in the education service stands in the way of taking in better qualified students, and in the Teacher Training Colleges admission by open competition deprives a large number of teachers in-service from

getting a chance to get the training. The group, therefore recommended that the system of reservation of 75 per cent of available places for the untrained primary teachers in-service should be done away with and in the Teachers' Training Colleges candidates with better academic qualifications and teachers in-service with a minimum of three years service should get preference for admission. With regard to the preparation of the student-teachers the length of training period of ten months was considered inadequate for both types of institutions. The group recommended that the training period in the Primary Training Institutions should be extended to two academic years and some content materials should be included in the method courses. With regard to the Teachers' Training Colleges the group recommended that the duration of the course should be prolonged to 12 months and that methodology of teaching new subjects like Agriculture, Population Education, Home Economics, Commerce, Industrial Arts and Religious Studies be developed and qualified teachers should be appointed for these subjects, and that in appointing and transferring a teacher from training colleges the Principals should be consulted.

To attract better teachers to the profession, the present rate of stipends both in the Primary Training Institutes and Teachers' Training Colleges should be raised. In placing the B.Ed. student teachers after successful completion of the course the group recommended that the best teachers should be appointed to serve in Government High Schools and Primary Training Institutes and that the Principal of a Teachers' Training College or his representative should be included as a member on the board of selection of teachers and inspection staff. With regard to the placement of student teachers of Primary Training Institutes the recommendation of the group was that wherever available, the Principal of a Teachers' Training College should be on the District Selection Board. District Inspector of Schools should strictly follow the panel prepared by the selection board while appointing teachers.

In selecting, preparing and placing of teacher educators the group felt that candidates having higher and better academic qualifications should be selected and teacher-educators appointed by the Director of Public Instruction to meet emergent needs should be regularly appointed without further interview by the Public Services Commission. For the preparation of teacher educators an academy should be developed to offer courses at the advanced-level and that provision should be made for short course training in the form of workshops, seminars and conferences.

In placing teacher educators needs of a particular institution should be assessed in consultation with the head of the institution. To create a sense of security and to encourage self-study and self-renewal among teacher educators all posts of Assistant Professors should be made unattached and filled-up by promotion from the rank of Lecturers. The Post of Associate professors and other senior posts should also be filled-up by promotion. All temporary posts continuing for five years or more should be made permanent and the existing incumbents should be absorbed to the permanent cadre.

5. Research and evaluation in education

The group felt that at present an unhappy state exists in the field of educational research. Whatever research is being done is rather fragmentary and piecemeal in nature and the result has yet to make an impact on the education system. The group felt that an organizational set-up like a national council of educational research could promote, co-ordinate and disseminate educational research findings. The group also felt that teacher education institutions should be provided with special funds and teachers entrusted with research work should be given special facilities such as reduced teaching load and encouragement in the form of appreciation and remuneration for their work.

With regard to the evaluation of the teacher training programme the group felt that a close link between teacher training institutions and their products should be maintained and a follow-up study of their placement and work should be made. Information obtained from such follow-up study will go a long way in assessing the strength and weaknesses of the teacher training programme and making such modification as considered necessary.

6. Making student teaching effective

Student teaching is considered the most important part of a teacher's training programme. The group felt that the present system of student teaching is far from satisfactory with regard to the duration of the practice teaching period, and supervision of the practice teaching as well as the student teacher's preparation for the work. Practice teaching is provided in the schools in the neighbourhood of the teacher training institutions and the schools available are sometimes few in number to provide the required number of classes to the student-teachers. For want of any policy decision in this regard the co-operation of any policy decision in this regard the co-operation of the practising schools is lacking. To develop teaching skills in the practising teachers, demonstration and criticism lessons and micro-teaching should be arranged in sufficient number to enable student teachers to face the class with confidence. To secure the co-operation of the schools used, they should be placed under the administrative and academic control of the teacher training institutions. These schools should also be provided with additional lump grants through the training institutions for purchase of teaching aids and materials for use by the trainees. In order to ensure effective supervision of the student teachers, the services of trained subject teachers of the schools may be sought and utilized and their opinions should be taken into consideration in the evaluation of practice teaching. Suitable criteria should be pre-determined by the supervisory team for evaluation of practice teaching.

The group also felt that a follow-up programme should be evolved to find out (a) how far the method learned during the practice teaching period were followed by the trained teachers when they went back to their respective schools, and (b) why trained teachers were generally reluctant to follow the method of teaching they learnt in the teacher training institutions.

Follow-up activities

The participants evaluated the workshop by filling-in a questionnaire. All of them were in agreement with the objectives of the workshop and for the first time got an opportunity to think seriously about self-analysis, and self-renewal. They found the workshop activity a rewarding experience where they could freely exchange their ideas and plan for co-operative actions at the regional, national and institutional levels.

The workshop concluded with adoption of group reports with recommendations. The report of the workshop was compiled and sent to the participants and educational authorities concerned with teacher education. The participants recommended action plans to be carried out individually, as well as in co-operation with their colleagues as part of their institutional programme. A co-ordinated nation-wide follow-up depends on appropriate organizational set-up at the national and institutional level. The participants left the workshop imbued with a sense of new awareness to the process of slef-analysis, self-study and self-renewal.

Some of the recommendations with regard to the selection preparation and placement of student teachers and teacher educators, and student teaching have already been taken up by the Directorate of Education and are in the process of implementation. It is very much hoped that recommendations with regard to organizational set-up for teacher education will be seriously considered by the Government and the teacher educators and teacher training institutions will implement those recommendations which are within their competence.

Afghanistan

The workshop was inaugurated on 20 January 1979 at the Ministr of Higher Education. Mr. Pir Mohammad Zezay, the Deputy Ministry of Higher Education, at the inaugural ceremony, pointed out the important changes and advancements that have taken place since the Great Saur Revolution under the leadership of the Democratic People's Party. He spoke of the qualitative and quantitative changes that have taken place over the last few mongh in the educational sector. The State was paying special attention to the training of cadres of teachers who will be educationally and professionally qualified to achieve all the objectives of the State and to this end the responsibility of the Teacher Training Institutes becomes great.

Objectives

The general objective of the workshop was an evaluation of the overall activities of the Teacher Training Higher Institutions along with the innovations taking place in these organizations. In this context, the workshop had the following specific objectives.

1. To identify problems related to teaching and administrative matters in teacher training institutions;
2. To classify problems related to various aspects of teacher education;
3. To seek solutions for these problems and to pave the way for innovations; and
4. To tubulate the recommendations of the workshop in a final report.

Participants

14 directors of Teacher Training Institutes attended as the basic members of the workshop. In addition two teacher educators selected from the Academy for Teacher Educators attended as resource persons. Eight others participated alternatively and exchanged their experiences with the participants of the workshop.

Process of the workshop

The workshop followed the case study approach as well as the theme approach. Reports from the participants were discussed at length in general and small group discussions were held to identify areas for in-depth study. In certain areas specific individuals were invited to contribute their expertise.

The following areas were identified and five committees were formed to deal with them.

1. Methods of teaching
2. Student teaching
3. Methods of evaluation
4. Curriculum
5. Administrative affairs

The above problem areas were intensively discussed at the meeting. Final reports were presented to the plenary sessions where they were discussed for an additional four days. In addition other topics related to the above five areas were also identified and discussed. The other topics discussed were:

1. Identifying the problems related to administrative and instructional aspects of Teacher Training Institutes, and making recommendations concerning them;
2. Identifying problems related to methods of teaching and sending appropriate ways of solving them;
3. Appraisal of the problems concerning student teaching programmes and seeking appropriate solutions through exchange of experiences among participants;
4. Assessing the problems related to the methods of evaluation and examinations used in Teacher Training Institutions and preparing recommendations relevant to these problems;

5. Appraisal of the problems related to curriculum of Teacher Training Institution, and preparing recommendations to meet these problems; and

6. Taking into consideration the existing problems concerning in-service education and making recommendations to meet these problems.

Post-workshop activities

His Excellency, Professor Mahmood Soma, Minister of Higher Education, was not in Afghanistan at the time of the workshop's inauguration. On his return, however, he received participants graciously and gave them revolutionary encouragement.

There is a good prospect that the national advanced-level workshop will facilitate a number of national and institutional workshops in future.

Sri Lanka

Preamble

The National Advanced-level Workshop provided a new dimension to the technique and education of the teacher educators in Sri Lanka. The infrequent practices resorted to in education have been seminar workshops, live-ins and so forth which had an element of vertical flow of information and a large amount of passive participation. The National Advanced-level Workshop in this respect was a complete break-away in organization, being an organization of teacher educators, for teacher educators by teacher educators. The fountain head of knowledge was the spontaneous clash of ideas among peers who were 'highly experienced and knowledgeable in the areas of their specialization'. As often stressed in the guidelines prepared by the Sub-regional Workshop (Bangkok, 11-20 September 1978), it was an opportunity for self-study, self-analysis and self-renewal.

Every effort was made by the organizers to conduct the workshop strictly in accordance with the guideline propounded at the preparatory workshop held in Bangkok.

Objectives

The main objective was to provide for continuing education of teacher educators who though a highly qualified group needed constant upgrading and updating of knowledge, of techniques and of methodologies in teacher education to keep abreast of the fleeting world of events.

It was necessary to:

a) Create an awareness of the need for innovations for the development of education.

b) Identify and analyse problems of teacher education in the country and find solutions to them.

c) Work out plans for the introduction of specific innovative programmes.

d) Develop continuing education and self-renewal materials for teacher educators.

e) Provide a forum for sharing of experiences and exchange of ideas in respect of practical courses, current theories etc.

f) Develop and strengthen programmes of staff development and of inflicting confidence among teacher educators, that the teacher education programmes can be updated through programmes of their continuing efforts at self-renewal.

Pre-workshop preparation

Steps in the pre-workshop preparation were:

a) A handout delineating the objectives, the nature of the NALW, the expected outcomes and a broad plan was prepared for distribution among all Teachers Colleges for general information and as an early signal for preparation. This outlined in some detail the nature of the preparation that was expected of the Teachers Colleges.

b) A steering committee consisting of a few Principals of near-by Teachers Colleges and key officers of the Teacher Education Branch of the Ministry of Education was formed to discuss the ideas contained in the hand-out, to discuss the broad plan of the NALW and to specify the nature of the material to be produced by Teachers Colleges. This Committee also worked out the detailed plan handed over the organization of the workshop to numerous other committees and individuals who were to be in charge of all the functions from that moment up to the end of the workshop.

Among the decision taken were the duration of the workshop and its physical setting; costing and funding, preparation of resource materials, selection of participants and resource personnel, the ceremonial aspect and the organizational structure of the workshop.

Date and venue:	26 February-9 March 1979 Sri Lanka Foundation Institute - Colombo
Cost and funding:	The estimated cost of nearly US$5,000.- was to meet by token contribution by Unesco; and by the SLFI and the Ministry of Education
Participants:	25 Principals of Teachers Colleges
Resource persons:	Three delegates from participating countries - Afghanistan, Bangladesh and Pakistan.

Two officers of the Teacher Education Branch,
Two consultants from the Teacher Education Branch,
Six lecturers of Teachers Colleges who prepared resource materials (one person was present each day to present his paper).

This made up a total of 33 participants each day. The basis of the choice of participants was the fact that they formed a key group in the world of teacher education. The multiplier effect expected of a workshop of this nature would be best achieved through such a group. Further the status required being that of a Principal of a Teachers College debarred many an application being entertained for selection. This made it easy to confine the numbers to the specifications made at the Sub-regional Preparatory Workshop.

Preparation of resource materials

Teachers colleges were required to prepare in consultation with the faculty one or more of the following studies:

1. Analytical case studies;
2. Innovations identifying special features;
3. Impact of successful and unsuccessful innovative experiences in teacher education;
4. Institutional profiles; and
5. Theme papers on problems of teacher education.

Seventeen studies were received, nine of them were prepared by the Principal of Teachers Colleges, six by lecturers, one by a Consultant to the Teacher Education Branch and the other by an officer attached to the Branch.

These studies ranged from problems of teacher education to various innovations in the fields of methodology and content of teacher education. Some of these theme papers dealt with certain innovative practices that were envisaged in the new AFIT course field training component where in the student teacher will be attached to schools for three alternative semesters during their three years of professional training. The theme papers were presented at the workshop by the writers themselves. The six lecturers who were not participants were considered resource persons for the day of presentation and as such did not receive the status of a full participant.

These theme papers were reproduced in the form of a compendium and distributed among participants and relevant institutions.

Process of the workshop

The workshop opened at the Sri Lanka Foundation Institute auditorium on the 26 February 1979 at 9.00 a.m. with an inaugural address by the Hon. Deputy Minister of Education and Higher Education (the Hon. Minister being away from the country at this time). The Secretary of Education, the Deputy Director General of Education were among the speakers.

The valedictory function held on 9 March 1979 was chaired by the Deputy Director General of Education.

Organization and physical arrangements

The workshop which consists of 25 participants and eight resource persons each day, was conducted as a round table conference, chaired each day by a participant elected by the house. The daily procedures were decided by the house on a democratic basis. Rapporteurs appointed also from the house were backed by a documentation staff that worked behind the scene to produce all the documents needed each day, in time for the daily discussions.

Process

The house met in plenary session at which sessions theme papers were presented by the writers. This was generally followed by a discussion. The paper was then subjected to study by three groups consisting of about ten participants each and at the succeeding plenary session these group reports were considered by the house and adopted if suitable or after amendment.

Though the official time for the conclusion of sessions each day was 4.30 p.m. many group sessions worked right into the night to complete their assignments, to be in readiness for the presentation on the morrow.

Except for the occasional tea party or dinner that was organized for the relaxation of the participants the entire period was one of concentrated work.

The three delegates from participating countries were made an exception to this general practice. They were provided with opportunities for sight-seeing in the evenings and during weekends. The contributions made by the foreign participants greatly enhanced the usefulness of the workshop. The exchange of ideas and sharing of experiences were of mutual benefit.

Evaluation

The penultimate and the final days of the workshop were devoted to the preparation of the instrument of evaluation and the act of evaluation itself. The instruments of evaluations were prepared by the participants on their own after considerable deliberation. It took the form of a sheet to be filled as well as oral expression of impressions. The overwhelming consensus was that the workshop was unique in the annals of teacher education for many reasons chief among which were:

a) its democratic nature;
b) opportunity of self-renewal through self-study and self-analysis;
c) spontaniety of interaction;
d) all round participation; and
e) the surfacing of hidden abilities and talents.

Continuing education for teacher educators

Findings and recommendations

Findings and recommendation were many as each theme paper was considered and decisions and recommendations made as to their feasibility and for their implementation. The findings and recommendations feel into four main categories:

a) Problems of teacher educations and suggestions for their solutions;

b) Innovations in the student teaching and evaluation under the AFIT Course;

c) New innovative techniques in teacher education; and

d) Suggestions of methods and incentives in continuing education for teacher educators

Post-workshop activities

The National Advanced-level Workshop had as its main thrust, continuing education for Teacher Educators with a view to their professional updating and upgrading. As such the main post workshop activities fell into 2 general areas:

a) Working out of plans for implementation of specific innovations that were discussed at the workshop; and

b) Development of programme for staff development.

The latter came in the specific form of establishment of an Institute of Pedagogy in Sri Lanka. This idea was discussed at the workshop but received an encouraging boost from the Hon. Minister of Education and Higher Education and as a result it is to begin operations in the near future. Already plans are under weigh for the establishment of the Sri Lanka Institute Pedagogy (SLIP).

Conclusion

The Workshop concluded only three months ago. There has not been enough time for the multiplier effect to take place as all teacher educators were deeply involved in finding innovative solutions to numerous problems arising out of a revolutionary teacher education programme that Sri Lanka has launched on in the form of the AFIT Course. The boost that the Workshop gave to the process of finding innovative solution to some of the most crucial problems of the AFIT course itself can be considered an outcome of the workshop of considerable worth.

Pakistan

Preamble

The National Advanced-level Workshop on Innovations in Teacher Education was organized in the Curriculum Wing, Ministry of Education, Islamabad from 10 to 22 March 1979. The workshop was held at an opportune moment in Pakistan's history. Earlier, in February 1979,

the Government of Pakistan had adopted Islamic Laws for the people of Pakistan. This, together with the National Education Policy, called for far-reaching changes in various aspects of the educational system and the workshop provided the opportunity for the discussions and deliberations on teacher education to incorporate salient features of these new elements.

It is a universally acknowledged fact that the teacher occupies a pivotal position in any educational system. As such he has to play a crucially important role in creating and practising innovations in the field of education. Therefore, teacher educators particularly in developing countries need to be more innovation-oriented than others for they constitute the most crucial group in developing national talent. The Pakistani educators possess the necessary potential but their efforts generally go unnoticed. Therefore, there is need to provide them with opportunities for a proper display of their abilities. There is also the need to recognize and appreciate indigenous educational innovations in order to build up future programmes on real and firm foundations.

It is therefore necessary to familiarize the teachers of Pakistan with all the implications of their life and work and the policy implications that entail. This is turn requires that the teacher training institutions bring their programmes in line with the requirements of the National Education Policy, and the Islamic way of life.

Inspired by these considerations and by advanced-level workshops on teacher education held in the Asian Region in the recent past, the Curriculum Wing of the Federal Ministry of Education, in collaboration with APEID and UNICEF, planned and organized a National Advanced-level Workshop on Innovations in Teacher Education in Islamabad from 10 to 22 March 1979. The National Institute of Teacher Education, Islamabad, was the venue of all deliberations. Twenty-seven participants both male and female representing the provinces and Azad Kashmir took part in the National Workshop. They came from all teacher training institutions from elementary to college level embracing all categories of teacher educators.

Aims and objectives

Education in Pakistan, as in other Asian countries, is linked with development. This requires a broadening and a deepening of the teacher's own knowledge and understanding. The teacher is the source of knowledge and the organizer of learning experiences. In this role they must act as promoters, facilitators, organizers, improvisers and managers of learning. To fit them for their multifarious tasks the teacher training programmes must be reviewed.

Education must not merely meet the demands of our time but also of the coming decades. Therefore the organization, content, and methods of teacher education must be constantly reviewed. There must be a continuous searching for new educational strategies and concepts, keeping in mind the particular social and cultural conditions under which the school and teacher must function. In pursuit of this, the teacher educator must have clear cut objectives in view.

Continuing education for teacher educators

The objectives of the workshop were:

a) To enable the teacher educators to try out innovative solutions through the process of problem - analysis and evaluation so as to achieve progressively those characteristics required by Islam in all teachers;

b) To develop among teacher educators the competencies to plan, implement and evaluate innovations for development;

c) To undertake self-analysis and be capable to implement programmes of self-renewal in keeping with the dignity which Islam accords to teachers;

d) To be able to collaborate with others in the work of self-renewal and renewal of their institutions;

e) To develop among teacher educators faith in God and self-reliance in dealing with problems in teacher education arising from the changing needs of society; and

f) To develop in them a better understanding of the process of educational changes and which would help them in keeping an open mind to new ideas in teacher education and respond positively and constructively to social changes.

Pre-workshop activities

In accordance with the guideline developed at the Sub-regional Preparatory Meeting on Advanced-level Workshop for Teacher Educators (Bangkok, September 1978) a co-ordinating committee was formed by the Curriculum Wing, Ministry of Education to organize the workshop. The committee consisted of:

i) Joint Educational Adviser, Ministry of Education, Islamabad
ii) The Acting Deputy Educational Adviser;
iii) Two Deputy Educational Advisers;
iv) The Assistant Educational Adviser and
v) Four specialist officers.

A total of 30 participants were invited to the workshop. The Provincial Governments were requested to nominate lecturers and heads of teacher training colleges and institutions to attend the workshop. Four curriculum planners from the Provincial Curriculum Centres were also invited to the workshop. A wide spectrum of teacher educators were invited in order to have better representation to cover all aspects of teacher education.

The participants were requested to prepare at least one study of their own innovations. About 11 resource persons were requested to prepare theme papers on critical issues in teacher education.

Conduct of workshop

The National Advanced-level Workshop on Innovations in Teacher Educators was inaugurated by Dr. N.A. Balvach OSD, Secretary, Ministry of Culture and former Vice-Chancellor, University of Sind on 10 March 1979. Out of 30 nominees, 26 attended the workshop. Mr. Panom Kawkamnerd, Deputy Director-General, Department of Teacher Training, Ministry of Education, Thailand, attended the workshop as a resource person. In addition, Mr. Rene Lemoine, Unesco Adviser and Dr. W. Young, Unesco Consultant on Testing and Evaluation also volunteered as resource persons for the workshop. The workshop held two sessions daily. Each day's work was started with recitation from the Holy Quran. Resource persons then presented their papers at a plenary session and this was followed by group discussions. In all 38 papers were read and thoroughly discussed in the workshop. Eleven papers were presented by the resource persons and 27 papers by the participants. For thorough deliberations and in-depth studies the participants were divided into the four groups according to their background:

1. Primary Teaching Certificate Group (PTC);
2. Teaching Certificate Group (CT) (Middle School level);
3. B.Ed. Group; and
4. Agro-Technical Group (6-8 class level).

The groups made the following general recommendations:

The Primary Teaching Certificate Group

The group felt that the present training did not come up to the aspiration and expectations of the nation. The teachers lack quality and the present curriculum requires drastic changes.

The present one year training need to be extended to three years. In order to make the elementary teacher training courses attractive, it must be open ended in the sense that the Primary Teaching Certificate trainees may have an option of joining B.Ed. training or schools, on completion of such courses. Teaching materials, such as guide books, educational journals, reference books, audio-visual aids etc., should be provided to all the training institutions in the country. All pedagogical subjects can be integrated and given similar treatment.

Report of the Teaching Certificate Group

1. The entire system of teacher education for the teaching certificate should, as envisaged by the National Education Policy, revolve round Islamic values.

2. Textbooks and reference books should be made available in Urdu either by translations from English or by encouraging publications of originals.

3. All teachers should be given training in testing and evaluation.

4. The paper "School and Community Development" should be modified so that a new subject could be integrated with it covering topics on human relations.

5. A professional journal for teachers should be published to enable teachers to keep in touch with important and useful developments in education all over the world.

6. There should be Mobile Teacher Training Units to visit schools regularly and systematically, so as to help the headmasters and teachers to continue their professional growth and for the implementation of innovations.

7. In due course the Elementary Teacher Education Programme should be developed concurrently with B.Sc./B.S. by raising the 12 + 2 durations, to 12 + 3. The discrimination that exists between the B.Ed. (or secondary teacher education course) and the C.T. (or elementary teacher education course) should be eliminated. There should only be the question of specialization in either of the two.

8. The mechanism of awarding foreign scholarships for teacher trainers should be properly maintained.

9. There is a dire need for introducing a course on leadership in education in the Teaching Certificate classes.

10. Resource centres be created, at least at the districts level, with sufficient supporting materials. A Mobile Trainers Unit be formed. The Mobile Unit should visit schools at least once a week over a period of 10 weeks to help the headmaster train his teachers or to implement innovations.

11. Teacher educators should be allowed horizontal and vertical mobility in the profession instead of freezing them in a category known as "Subject Specialists".

12. Micro-teaching as a technique should be used to train teachers in specific skills.

13. Training should be given to each teacher educator in the making of low-cost audio-visual aids.

14. Each C.T. student should have a manual similar to the primary teacher's manual of the National Teaching Kit. Since there is no kit as yet for the middle schools, the C.T. teachers should be helped to make their own kit based on items suitable to their subjects.

Report of the Agro-Technical Group

The Sub-committee considered various proposals and after due deliberations recommended the following ideas for necessary action:

1. The introduction of Islamic concepts and ideology in the curriculum as a separate paper carrying 100 marks and comprising selection of Ayats and Surah, Muslim contribution towards science and technology and sayings of sages emphasising the dignity of labour and character building.

2. The introduction of field projects for the teachers to take part in community development.

3. The agro-technical teachers should also be called upon to undergo leadership training programmes if these teachers are considered for promotions.

4. The head of National Agro-technical Teacher Training Centres should be allowed to introduce a journal or a newsletter to keep in constant touch with the Agro-technical Teachers. This will help in getting useful feedback.

The Provincial Governments should arrange for the heads of technical schools to attend a two week orientation programme at the National Technical Teachers' Training College at Islamabad to enable them to understand this role better.

Reports of the B.Ed. Group

The members of the committee elected Mrs. Khamsa Iqbal as the Chairman and Mr. Mohammad Mujtaba Hussain as Secretary to conduct the day-to-day proceeding of the Committee.

According to the procedure of the workshop, the discussion was initiated in the following areas of the new B.Ed. programmes:
(i) Academic, (ii) Professional, (iii) Practice Teaching, and
(iv) Administration.

As a result of the deliberations made in the committee on problems in teacher education at B.Ed. level, the following innovations are suggested.

With the announcement of the National Education Policy (NEP) 1978-83, it was felt imperative to islamize education. It is therefore, suggested that the understanding of the selected portions of the Quran, Islamic movements and Muslim contributions toward various disciplines should be introduced as a required subject in the B.Ed. programme.

It is felt that the period of one year for professional training of teachers after the first degree is insufficient for the development of positive attitudes towards the teaching profession. It is suggested that the education component be included in the degree course spread over three years as being experimented in Gomal University, Dera Ismail Khan. This programme should also be experimented in big cities like Karachi and Lahore which have large numbers of candidates who are desirous of joining the teaching profession.

Continuing education for teacher educators

As recommended in the draft curriculum prepared and published by the National Committee on Teacher Education, an orientation programme for teacher educators for a period of six weeks should be arranged.

As required in the B.Ed. programmes, achievement tests of the student teachers are to be constructed objectively.

For teaching practice, it is suggested that the following techniques be adopted.

i) Flander's Inter-action Analysis Techniques,
ii) Modular approach,
iii) Micro-teaching techniques, and
iv) The use of observation sheets by the supervisor and Learning Activities Blanks by the student teacher.

A student-teacher ratio of 10:1 is suggested in view of the workload of the present semester system.

Major recommendations

Orientation workshops and refresher courses for serving teachers be arranged at regular intervals with particular emphasis on self-analysis and self-renewal techniques.

Teacher educators be encouraged to write and formulate textbooks.

Kits for middle and secondary schools should be developed on the pattern of the national kit for primary schools. These should be distributed to the schools and the teachers should be trained and encouraged to use the kits effectively.

Arrangements should be made to give the necessary knowledge to teacher educators in the running of teacher education programmes and evaluating them.

Teachers manuals and handbooks in all subjects should be introduced incorporating the methods of making and using low cost audio-visual aids.

Research in teacher education should be given top priority as this is necessary in the context of the changing needs of the society.

A clearing house for information should be established in the National Institute of Teacher Educators (NITE), Curriculum Wing of the Ministry of Education.

Priority should also be given to publishing a journal of teacher education by the National Bureau of Curriculum to keep the teacher educators well informed of modern trends in teacher education.

An exchange programme for staff members of teacher training institutions be initiated.

The National Institute of Teacher Education should institute long term and short term programmes for the training of teacher educators and educational administrators.

Evaluation of the Workshop

The investigation was confined to the participants. As the workshop participants formed a small group of 26, they were all included in the sample. A comprehensive questionnaire containing both structured and open-ended items numbering 37 in all were developed and administered to the participants on the last day of the workshop. The questionnaire was divided into three main sections dealing with (a) the objectives, (b) the management of the workshop and (c) follow-up action.

The following conclusions were arrived at:

1. The National Workshop on Innovation was a success. It proved very useful to the participants by way of professional enrichment and change of attitudes. Many objectives were achieved. However, there is some scope for improvement in quality.

2. Overall management of the workshop was highly satisfactory. However not all papers presented were relevant to the deliberations of the workshop.

3. Reference materials were felt to be adequate.

4. The traditional concept of 'rigid' teachers was no longer tenable. Teacher educators welcomed new professional changes and were keen to try them out.

5. Innovative reports and study papers were found to be useful.

6. There was a repeated stress on Urdu as the medium of presentatio and discussion.

7. The need for a national journal of teacher education was voiced over and over again.

Post - Workshop Activities

i) The reports of the workshop have been sent to the Principals of the participating institutions and ACEID, Bangkok, for necessary follow-up on their part.

ii) The Provincial Governments have been requested to provide financial assistance/grants to the Teacher Education Instituteions for the conducting of similar workshops in their respective provinces.

Follow-up activities

1. Pursuant to the recommendations of the workshop the Institute of Teacher Education, Curriculum Wing, Ministry of Education organized a workshop on Islamisation of PTC and CT Courses in two phases in Islamabad from 17-24 June 1979. The workshop was attended by the principals of the teacher training institutions offering the above courses. In all 70 participants participated in the workshop including the representatives of the Provincial Curriculum Centres.

2. The Curriculum Wing, Ministry of Education, is taking necessary measures to publish a journal on teacher education as recommended by the participants.

3. The Central Bureau of Education which is part of the Curriculum Wing of Ministry of Education will be strengthened to serve as a clearing house for the dissemination of educational material contributing to a continuing education of teacher educators.

Malaysia

Preamble

A Sub-regional Preparatory Meeting on Advanced-Level Workshop for Teacher Educators was held at a time when the Teacher Training Division, Ministry of Education, Malaysia had decided to review and evaluate the integrated primary and lower secondary teacher training programme which was introduced in 1973. In fact the initial preparation to conduct a workshop for this purpose was already in progress. It was felt that while the implementation of the integrated teacher training programme over the past few years may be said to have been generally satisfactory there have nevertheless been a few problems that need to be studied. There is still room for improvement and further development of the programme in the light of fresh concepts and approaches in teacher education.

Consequently after participating in the Sub-regional Preparatory Meeting in Bangkok it was decided that the National Advanced-Level Workshop in Malaysia would be a Workshop on the Evaluation of Teacher Education Curriculum in Malaysian Teachers' Colleges. This was an opportune time for a meeting of teacher educators and those officers connected with teacher education to discuss problems and issues and to formulate strategies of overcoming them. In Malaysia a meeting of all the Principals and Vice Principals of the teacher training colleges is a matter of procedure in our highly centralized system. These teacher educators meet two or three times a year to discuss problems, both administrative and professional. At these meetings,problems and issues are discussed in detail and at great length until solutions and strategies are identified. These regular meetings are indeed a process of self-study, self-analysis and self-renewal among teacher educators and the national workshop on the evaluation of the teacher education programme provided them with an opportunity to learn about the inadequacies of the on-going programme from other educators outside the teacher training institutions, whose comments and opinions would be unbiased. In this way the process of self-study and self-analysis among the teacher educators would be further generated.

This workshop was held at RECSAM complex, Penang from 12-22 March 1979.

Objectives

The workshop had the following objectives:

i) To create an awareness for innovations in teacher education and to sensitize teacher educators and others connected with teacher education to their changing roles and responsibilities;

ii) To examine the relevance of innovative projects and experiences in the context of planning, implementation and evaluation of teacher training programmes in Malaysia;

iii) To identify and analyse current problems and issues in teacher education and to formulate strategies for overcoming them; and

iv) To enable teacher educators and others connected with teacher education to consider new concepts and methodologies in teacher education and to examine their relevance to Malaysian teacher training programme.

Specific objective:

v) To review and assess the present Integrated Teacher Training Programme in Malaysia and to make recommendations for updating the programme in the light of objectives (i) to (iv) above.

Pre-workshop preparation

The following procedures were undertaken in preparation of the workshop:

i) Sample surveys were taken from college principals, heads of schools and recent graduates from teacher training colleges on the effectiveness of the integrated programme. Responses from these surveys were analysed and a detailed analysis presented at the workshop.

ii) Relevant documents and papers regarding teacher education were scrutinized and some were selected as documents to be used as reference by the participants. These included documents from ACEID.

iii) The Organizing/Steering Committee decided that the keynote Address be delivered by the Minister of Education at the Opening Session followed by a Lead Paper by the Director of Teacher Training.

iv) Other theme papers on teacher education would also be presented and the speakers were identified.

Participants

The workshop was attended by about 170 participants. Besides Principals, Vice Principals, Senior lecturers of teachers colleges and officers from the Teacher Training Division, who made up the majority, there were also other participants from outside teacher training. It was felt necessary to bring together a fair representation of the planners, implementors and consumers of the integrated teacher education programme, including representatives from agencies outside the Ministry of Education such as the Scout, Girl Guide, Red Crescent Movements as well as the Ministry of Culture Youth and Sports, that is, the co-operating agencies for the teacher education programme at the training colleges.

The Conduct of the workshop

The workshop was officially opened by the Minister of Education and lasted for 10 days from 12-22 March 1979.

This was followed by the presentation of a Lead Paper by the Director of Teacher Training on "The Current Practice of Teacher Education in the Country: Problems and Perspectives".

The workshop was then conducted on a seminar cum workshop approach. Theme papers were presented followed by questions and discussions on problems and issues arising from the paper. The participants then broke up into six smaller groups consisting of about 25 to 30 participants in each group. It was during these small group workshop sessions that indepth analysis of some vital components related to the theme papers were made. The chairman of each group was a Principal of a Teachers' College and before each group discussion they were given a detailed briefing with regard to the conduct of the workshop. After each group session there was a plenary session when the Chairman of each of the six groups presented the synthesis of the participants' experiences and observations on the problems and issues discussed. Recommendations on the strategies to be adopted to overcome the problems identified were also presented.

Topics of the theme papers

1. Alternative Structure and Pedagogical Aspects of Teacher Education by Professor Datin Fatimah Hamid Don;

2. Teacher Qualities, Roles and Expectations by Mr. Syed Abu Barakbah;

3. Practice Teaching: Some Recent Trends and Practices by Mrs. Fatimah Mohamad and Mr. Mathan Lal Bangah; and

4. The Role of Research and Evaluation in Teacher Education by Dr. Isahak Haron.

In addition there were also five papers presented for forum and panel discussions and twelve topics related to the theme papers were selected for small group discussions.

Findings of the workshop

In depth study and analysis of the main components of the teacher education programme were made during the small group discussions with the objective of assessing the on-going Integrated Primary and Lower Secondary Teacher Education Programme and hence aiming for the qualitative improvement of the student teacher.

As the curriculum of teacher education encompasses the academic, professional and self-development aspects, the Workshop spelt out the expectations of each.

Academic development

It is recognized that the existing prerequisite academic qualifications for candidates entering a college are rather minimal. This inadequacy in academic ability has affected their capacity to fully understand and apply such areas as the philosophy, psychology and sociology of education and hence there is lack of confidence in their performance during teaching practice. In view of that it was recommended that the period of training should be extended to three or more years. The minimum entry qualifications should be extended with a good all round performance at 'O' level for primary school teachers and the secondary school teachers should also have good grades in the relevant areas of specialization. It would be ideal if some 'A' level passes become the pre-requisite entry qualifications into teacher training colleges.

Professional development

One of the main problems in the professional education of teachers is the lack of time for the implementation of the present syllabus. In view of this it is strongly felt that there is an urgency to examine the approaches employed by teacher educators in their interaction with the student teachers. Carefully planned use of small group discussions, workshops, seminars, modular instruction and project work can help to augment the training programme without unnecessary waste of student teachers' learning time. Methodology too needs to be emphasised especially in the teaching of the 3R's. The present method of assessment and certification too needs to be further improved by using a variety of approaches.

With regard to teaching practice it is recommended that the entire system be looked into more thoroughly especially in the areas of organization, implementation and evaluation with a view to achieving the desired objectives. The supervision of teaching practice which, hitherto, is done mainly by the college lecturers, could perhaps be assisted by the senior staff of the school management and the final assessment could be made on the basis of the supervision made by both parties.

Self-development

With regard to self-development the curriculum includes such subjects as civics, moral education and co-curricular activities with a view to inculcating in the student teacher a healthy attitude towards his work and respect for established procedures and the rights of others. It is felt that the evaluation of these qualifies has to be done on a continuous basis over the whole period of training and that there should be provision to terminate the training of individuals who have consistently proved themselves unworthy of the teaching profession especially in the early stage.

Structure and organization

It is felt that there should be better co-ordination between the local universities and the Teacher Training Division through the formation of a Teacher Training Board.

As it is evident that the present two year period of training is insufficient for the proper professional growth, subject specialization and self-development the workshop recommends for a restructuring of the programme into a three year period or more. Two structures are recommended:

A. A Three-year terminal programme

Two alternatives were proposed:

1. A basic course with a common curriculum in the first year followed by specialization in either primary or secondary education in the second and the third years.

2. A basic course with a common curriculum in the first and second years followed by specialization in either primary or secondary education in the third year.

B. A Three-year programme followed by a two year internship

This is a variation of A(1) and (2) above with an additional component of a two years internship in schools.

Conclusion

To achieve the main objective of the workshop, that is, to review and assess the present Integrated Primary and Lower Secondary Teacher Training Programme it is felt that the following main areas should be given immediate attention:

1. Re-examination of the aims, objectives and structure of teacher education programme with a view to the formulation of a three year training programme.

2. Re-examination of the criteria for the selection of student teachers based on academic and professional needs.

3. Re-examination of the criteria for the selection of teacher educators and intensification of programmes for continuous staff development to improve the professional competencies of teacher educators.

4. Formulation of a blueprint for an improved structure, design, lay-out and organization of college buildings, taking into consideration the renewed emphasis on the role of learners.

5. Formulation of strategies for the acquisition of supportive soft and hardware required for the successful implementation of the training programme.

Chapter II

SUMMING-UP OF EXPERIENCES

Background and objectives

It is a truism that no education system could rise above the level of its teachers. In this context the provision of facilities for the continuing education of all educators is an educational imperative. The National Advanced-Level Workshop for which guidelines were formulated at the Sub-regional Preparatory Workshop in Bangkok in September 1979 was to become one of the principal additions to the reportoire of workshop techniques aimed at continuing education of teacher educators among the participating countries.

The part played by these workshops could be best appreciated when one considers their impact, against the educational background of these nations. There are certain features in the educational field of these countries that could be considered common though the socio-economic and educational conditions show a picture of diversity.

One of the principal feature that is common is the rigourousness of public attention focussed on educational development in these countries. Almost from the time of the independence of most of these countries and specially after the Karachi Conference of 1959, those nations have made a valient effort to develop their economies through the development of their education systems. The tempo of educational development has kept on rising, and at the present time, all the member nations that participated in the sub-regional workshop have been comtemplating or attempting further developments in their education systems by changes and improvements to their educational structures, curricula, methodologies of teacher education etc. A glance at the activities currently in progress in their countries confirm their picture.

Thailand is co-opting new concepts in teacher education to its new educational plan, in Bangladesh changes are contemplated in the curriculum while in Afghanistan the new revolutionary government is reorienting the entire education system to its new developmental objectives. In Sri Lanka while the education structure and curricula have undergone recent changes, the teacher education programme has been revolutionised by the new Alternating Field and Institutional Training (AFIT) Course. Pakistan too is in the process of re-orienting its teacher education programme in the light of the ideological changes and islamization while in Malaysia the Integrated Teacher Education Programme is an innovation that aligns its teacher education to the new national needs.

Continuing education for teacher educators

Responsibility for education

Commonality of background does not end there. The authorities responsible for teacher education in this sub-region also present a picture of general similarity at first glance. In all these countries education is a State responsibility, either through the Ministry of Education or through the Ministry of Higher Education, the State holds away over the field of education. This has helped to make the education systems egalitarian in outlook and development oriented in focus. In all these countries general education and the preparation of teachers for primary and secondary levels is a function of the Departments of Education while the preparation of teachers for Higher Secondary is a function of the faculties of education of the Universities. However on a closer look diversities are accentuated. In Thailand the administration of primary education is a function of the Ministry of the Interior, while in Bangladesh a need for a co-ordinating authority for planning and implementation of teacher education is felt. In Afghanistan teacher education is a responsibility of the Ministry of Higher Education while general education is handled by the Ministry of Education. The situation fortunately changed for the better two weeks ago under the revolutionary government so that they both come under the Ministry of Education making co-ordination an easier task.

The fact that the State is responsible for education has numerous advantages though disadvantages are not totally absent. The chief advantage that is relevant to the themes of National Advanced-level Workshop is the ease of operation in translating the State's development policies into action - a function that NALWs attempt to achieve most earnestly.

Continuing education

One of the chief objectives among all the participating nations is to provide continuing education to its teachers and teacher educators. The programmes so far persued by them have much in common. Though Advanced-Level workshops for self-study, self-analysis and self-renewal are new to them, other programmes of continuing education have gone on for many years and in many ways.

It is a feature in all participating countries other than in Sri Lanka that basic professional teacher training is a pre-service activity. In Sri Lanka however, basic professional training is given after recruitment to the service. Excepting for this difference, continuing education programmes have shown much similarity in all the countries of the sub-region. These efforts have ranged from ad-hoc short term refresher courses to institutionalized regular courses extending to periods of one year, as in the case of Bangladesh Education Extention and Research Institute (BEERI) where courses of one year duration in special subjects like agriculture and commerce are conducted; or the Education Extention Centres of Pakistan where courses of long duration conducted on a regular basis. Correspondence sources with regular contact classes also form a feature of the continuing education programmes in Thailand, Sri Lanka and Pakistan. A feature of all these courses other than in distance education courses is the preaching - listening technique which by now has been overplayed. Thus the

introduction of the National Advanced-Level Workshop has helped to revitalize continuing education of teacher educators. It is against this backdrop of educational unrest and yearning for change of stereo type educational management and hackneyed techniques of in-service education, that the National Advanced-Level Workshop emerged into the educational arena of the participating nations.

Objectives

The objectives of the National Advanced-Level Workshops of the six Member States had many features in common, the ultimate aim being to improve general education through the further education of their teachers.

General objectives

1. To reinforce the process of self-study, self-analysis and self-renewal among teacher educators and in teacher training institutes;

2. To create awareness and sensitise teacher educators and other educational personnel connected with teacher education to their changing roles and responsibilities;

3. To promote exchanges of experiences and co-operative actions in matters of national interest among:

- teacher educators
- teacher training institutes
- teacher training institutes, educational agencies and other agencies

4. To review and strengthen the mechanism of support to teacher training institutes for such activities as 1-3 above;

5. To consider methods for inter-country exchanges of experiences and co-operative action on continuing education of teacher educators in terms of national priorities.

6. To create awareness towards the need for innovations for development of education and to develop positive attitudes towards innovative practices.

7. To identify and analyse problems of teacher education and formulate strategies to overcome them.

8. To work out plans for the introduction of specific innovative programme related to education for development.

9. To draw up plans for an in-depth evaluation of innovations in teacher education programmes.

10. To develop and strengthen programmes of staff development.

11. To develop confidence among teacher educators that teacher education programmes can be updated through a programme of their continuing efforts at self-renewal.

Continuing education for teacher educators

Specific objectives

The foregoing objectives were applicable to all the National Advanced-Level Workshops generally. But each member nation had its own specific objectives. They were:

Thailand - To develop projects for educational development and integrate them into the master plan for development of teacher education.

Bangladesh - To work out techniques for evolving a continuing education programmes for teacher educators.

Afghanistan - To orient the teacher education programmes to the new national development programmes.

Sri Lanka - To work out plans for the introduction of specific innovative and evaluation programmes related to the field training aspect of the AFIT Course.

Pakistan - To relate teacher education programme to other branches of education like curriculum development, rural development etc.

Malaysia - To review and assess the present Integrated Primary and Lower Secondary Teacher Training Programme and to make recommendations for updating the programme in the light of the general objectives set out above.

Focus and modes of organization

In the light of the General and specific objectives of individual countries the main focus of their workshops differed from one to another. They were:

Thailand - Identification of current problems of teacher education in the country and delineating them in a heirarchical order to be integrated with the teacher education development plan.

Bangladesh - Exploration and re-examination of the teacher education programme and evolving a set-up for continuing education of teacher educators.

Afghanistan - Evaluation of the overall educational activities of Teacher Training Higher Institutions, identifying their problems and finding solutions in the light of the ideological re-orientation.

Sri Lanka - All round upgrading and updating of competencies of teacher educators and finding innovative solution to the problems of the AFIT Courses.

Pakistan - The re-orientation of the teacher education programme in the light of ideological changes, islamization and the National Educational Policy.

Malaysia - Assessment and review of the six-year old Integrated Primary and Lower Secondary training programmes with qualitative improvement of staff, students and the curriculum in mind.

Modes of organization

The modes of organization of the National Advanced-Level Workshops had many common features in spite of the fact that the conditions under which each participating nation operated varied considerably due to administrative and resource constraints. The preparatory stage or the pre-workshop stage in all nations showed a similarity of pattern as seen from the 'highlights' given at the beginning at this report.

Participants

The numbers that were selected for participation in the workshop centred round 25-38 in almost all countries. Malaysia however, diverged from the common pattern by having 170 participants in its workshop but created the same impact as in other countries because they constantly worked in small groups. The choice of participants centred mainly on teacher educators. On this matter however, the divergence among the countries was greater as the main thrust of the workshops in each country made it imperative for different categories of educators to participate. Except in Sri Lanka and Bangladesh where the main body were teacher educators, the rest of the workshops invited a wide cross-section of educationists and other relevant personnel to participate in their deliberations.

Critical papers

The Workshop preparations desired the participants to prepare lead papers relevant to the objectives to be prepared beforehand and to be read and discussed at the workshops. This aspect of the organization was strictly adhered to by all workshops. The following table shows the number and nature of critical papers of the respective countries.

Country	No.	Type of presentation
Thailand	11	case studies
Bangladesh	11	institutional profiles
	5	theme papers
Afghanistan	6	critical papers
Sri Lanka	14	theme papers
	2	survey report
	1	case study
Pakistan	11	critical papers
	27	theme papers
Malaysia	5	theme papers
	5	discussion papers

The conduct of workshop

Several common feature were evident in the process of the workshops. They were:

i) The duration of all workshops was 10 days with the exception of Pakistan where it was 13.

ii) All workshops followed the democratic system of electing its daily chair-persons and conducting business through round table discussions at least during group sessions.

iii) Presentation of papers were made at plenary sessions, and subjected to immediate general discussion before breaking up into group sessions for further analysis and activities.

iv) All workshops had group sessions. The number of groups ranged from one group in Thailand to six in Malaysia and Bangladesh.

v) Group reports were synthesized at plenary sessions and adopted before report was prepared.

vi) The workshops were conducted generally in the mother tongue except in Sri Lanka where it was in English.

vii) The activities of the workshop were livened by the participation of delegates from other sub-regional participating countries. The only exception was Afghanistan where no such resource persons were available. The numbers of such participants varied from country to country.

Thailand	- Representative from ACEID
Bangladesh	- Sri Lanka
Afghanistan	- nil
Sri Lanka	- Afghanistan, Bangladesh and Pakistan
Pakistan	- Thailand
Malaysia	- Representative from ACEID

viii) Financing the workshop - A further indicator of the importance given to the National Advanced-Level Workshop is the financial and other resource contributions made by governments in addition to those made by supporting organizations. They were as follows:

Thailand	- ACEID/Ministry of Education
Bangladesh	- ACEID/Ministry of Education/Unesco National Commission
Afghanistan	- ACEID/Ministry of Higher Education
Sri Lanka	- ACEID/Ministry of Education/Sri Lanka Foundation Institute

Pakistan	- ACEID/Ministry of Education/UNICEF
Malaysia	- ACEID/Ministry of Education

Similarities and differences in the objectives, resource, organization and styles of work in the countries

Objectives

The objectives of the workshop may be classified under four heads: i) the overall objectives; ii) the objectives of the ALWs; iii) the objectives of NALWs in member countries and iv) the special objectives of the different countries.

The overall objectives, the objectives of the Advanced-level Workshops are similar in all member countries, the overall objective being the development of education and gearing education to the achievement of the national ideal as well as national development. The objectives of the Advanced-level Workshop however are similar in all countries as shown in General objectives - 1 - 5 in page 36 of this chapter. The objectives of the National Advanced-Level Workshop of member countries showed much similarities and differences alike. The community of participating countries had as their common objectives:

1. the need for identification of problems and finding strategies for their solution;

2. the need for introduction of innovation to teacher education methodologies and

3. the adoption of teachers and teacher educators to their roles and responsibilities.

In addition to these objectives each country had objectives that were shared by others though not by all. Such objectives as:

1. Review and revision of curricular and method to meet the cultural needs, was shared by Pakistan and Thailand.

2. The need for exchange of experiences was shared by Sri Lanka, Afghanistan, Bangladesh and Thailand.

3. The need to provide continuing education for the professional growth of teachers and teacher educators was shared by Sri Lanka, Pakistan, Bangladesh and Malaysia.

The special objectives have naturally to be different from country to country. As such this group of objectives showed the most differences. (vide page 37)

Resources

Resources such as men money and materials form the basis of any organization. In the conduct of the National Advanced-level Workshop too they formed the basis of success.

Continuing education for teacher educators

As already mentioned in a preceeding section the primary resource of 'men' that went to make the workshop a success fell into two categories, viz. 1) the participants and 2) the organizers.

Participants

In all workshops the participants had a basis of similarity in that they were almost always educationists, whether they be in general education, higher education or teacher education. All workshops had a fair sprinking of participants from these different classes of educationists and if there were any differences on this account, it was in the numbers that participated. However, as a general condition, the majority of the human resource was drawn from teacher education.

Organizers

The organizers were also drawn from the field of teacher education. However, they belong to two categories:

1. academics of teachers colleges; and

2. non-academic staff of teachers colleges and the Departments of Teacher Education.

Financial resource

Financial resource and their origins have already been mentioned in an earlier paragraph. The points of similarity are that all workshops were financed by the ACEID and the respective Ministries of Education. The differences lay in the fact that some countries drew assistance from other organizations, as for instance the Sri Lanka Foundation Institute, in Sri Lanka, the Unesco National Commission in Bangladesh, and UNICEF through the arrangement made by ACEID in the case of Pakistan.

Resource material

This was a key resource in the conduct of the workshops. There was much similarity in the use of resource material in that all workshops depended heavily on studies made by teacher educators, presented in the form of critical papers, theme papers, case studies, institutional profiles etc.

Organization and style of work

There was a great deal of similarity in the organization of the workshops among all participating countries. From the process of planning and organization of the workshops to the final validictory function the process was essentially democratic. All directors of the workshops had sought committee assistance and approval at all stages in the organization and planning of the workshop.

In the conduct of the workshop every country had adopted the democratic style of electing the daily chair-persons from the house to conduct the daily programme. The presentation, debates and adoption by concensus were also a common feature evident in all the workshop.

All workshops were declared opened ceremonially by celebrities. This was a motivational factor to the participants and a pointer to the importance of education in general and the workshop in particular, to the nation. The physical arrangement of the workshop is an aspect of organization that showed some similarity. While some workshops were conducted as a round table confrerence, some had to resort to the general classroom style. Yet all group discussions were conducted as round table conferences. The all encompassing similarity of style and organization was in the spirit in which organizers and participants took part in the workshop. All directors of National Advanced-Level Workshop have reported that response was spontaneous and generous.

Impact of Workshop on design, scope and techniques for continuing education of teacher educators including changes in attitudes, of enhancement of interest among teacher educators and the prospect of institutional co-operation in innovation

Continuing education of teacher educators has been no new activity in the realm of educational programmes in the countries of the sub-region. However in all the participating countries such programmes give an appearance of being of an ad-hoc nature. The indications are that the teacher educators do not go through a process of renewal on a regular and planned basis. Also the quantum of continuing education and retraining vary from one country to another. The ideal that could be expected is for a teacher educator, on joining service to avail himself of higher qualifications from national and foreign institutions and thereafter undergo renewal, upgrading and updating processes through a regular chain of in-service or refresher courses, workshops, seminars etc. And in the interim there should be opportunities and incentives for continuing to upgrade themselves by constant reading, research, and experimentation. For such an ideal to be achieved a far reaching and effective incentive scheme becomes necessary. Regular promotions, clearance over efficiency bars, enhanced financial benefits and honour roles have been suggested by the participating countries. At the national advanced-level workshop held in Sri Lanka a theme paper on "A Credit Scheme for Teacher Educators" was read and this evolved much interest as it appeared in the national context to be acceptable as a scheme of incentives.

As referred to elsewhere continuing education programmes hitherto have been in the nature of seminars workshop etc. which did not bring all the participants into active involvement. Thus most upgrading programmes had not achieved the maximum effectiveness expected of them. As against this background, reports from all participants confirm the high impact the Advanced-level Workshops had on the design and scope for continuing education programmes. The very fact that the participants having to prepare critical papers, led to a series of serious study, research and other activities sometimes involving the entire institution. This indeed was a great way to bring to life some of the institutions that were nodding. At the workshop itself every participant was alert as he had come with his 'homework' done. Each had a confidence borne out of involved specialized activity. As such the workshop was a centre of spontaneous activity with constant clashes of expert opinion resulting in further brushing up or giving rise to new and even better ideas. Thus the technique of the National Advanced-level Workshop was indeed a most effective one.

Continuing education for teacher educators

The first experiment with National Advanced-level Workshops appear to have pleased everyone and evoked much enthusiasm and interest not only in continuing education but in the process, and in all manner of matters that deserved the active intervention of educated and knowledgeable persons. Reports from all the six participating countries indicate the desire on the part of participants to have more and regular workshops of this design for themselves on the one hand and for their other colleagues back in their institutions. Thailand has reported that in two provinces workshops of this type have already been conducted. The indications from Pakistan, Bangladesh, Sri Lanka and Afghanistan are that many institutional workshops of a similar nature are in the pipeline. This admittedly is an impact of the workshop that deserved much credit for the directors who conducted the initial workshop. It speaks volumes for the efficiency and effectiveness of their first attempt. ACEID on its part deserves high commendation for preparing the national directors for this far-reaching activity.

Further indicators of the impact come from all the countries. Thailand reports that the enthusiasm this workshop generated in the mind of the participant from Silapakorn University was such that this university has already opened its door for the admission of nearly a thousand teacher educators to complete their M.Ed. degree. Besides this the Department of Teacher Training of the Ministry of Education, Thailand has set up internally an institute called the Continuing Education Institute to provide facilities for teacher educators to continue to upgrade their knowledge.

In Bangladesh there is a great awakening to the need for a co-ordinating authority which could take care of the continuing education programmes of teacher educators.

Afghanistan showed its depth of interest by having the ACEID report on the sub-regional Preparatory Workshop and the Final Report of Continuing Education of Teacher Educators, translated into their national language so that every institution of teacher education could try its hand at Advanced-level Workshops.

Sri Lanka will start an Institute of Pedagogy in the coming month. This institution will have a special branch for the continuing education of teacher educators. In this country too the enthusiasm generated by the workshop has already resulted in greater institutional co-operation and involvement in research activity and already teacher educators have started short retraining courses for themselves in their subject specializations.

The impact of the workshop in Pakistan has been responsible for action to be initiated to allow teacher educators of Primary and Secondary level to improve their academic qualifications to obtain the B.Ed. degree. The B.Ed. is expected to revert to 13 + 2 system from the current 14 + 1. Teacher educators are henceforth expected to qualify for one of the three tiers of teacher education. The self-analysis process of the National Advanced-level workshop has also broken the rigidity of attitudes shown by the older generation of teacher educators. The enthusiasm generated by the workshop in Malaysia has resulted in teacher educators taking a greater interest in conducting studies and research

on teacher education. Discussions of strategies and solutions took a great deal of their time during the workshop. The change of attitudes was reflected when teacher educators viewed teacher education programmes from the point of view of the educational administrators as well as the student teachers.

From the brief overview it appears that the National Advanced-Level Workshop had a serious impact on the attitudes of teacher educators as well as on the design scope and techniques of teacher education. The closer understanding among teacher educators that resulted from intimate discussions led in many participating countries to open freer and frequent lines of communication that would ultimately result in co-operation for innovations among institutions.

Opinions of directors on National Advanced-Level Workshop

i) Major strength and weaknesses, additional measures to be taken for improvement.

The national directors focused their attention on the strength and weaknesses of the workshops. The opinions expressed here are not only their own views of their own workshops but those of the directors who attended these workshops as delegates from other participating countries. As such the view are more objectives than they would have been.

The general consensus was that the workshops achieved the primary objectives of creating an awareness among participants to their changing roles and responsibilities in the perspective of the countries' educational aims. The major points of strength were:

1. The basis of selection of participants and the numbers that were called to participate were appropriate. The selection of persons with similar levels of academic achievement was conducive to serious discussion. The outcomes were practical and meaningful. The fact that there was no heirarchical differences resulted in freer discussion and debate. The number was generally confined to 25 to 38 participants. This was conducive to total participation in deliberations. The atmosphere was more intimate as the group size was small. Dropouts during the course of the workshop was minimal.

2. The technique adopted at the workshop for self-study and self-analysis was a very encouraging one. Time was given for participants to prepare their theme papers. This resulted in two-fold advantages in that opportunity was given for self-study and self-analysis, often involving the entire faculty of the participants' institution. It also produced self-confidence among the participants. It had an indirect advantage as well. Institutions that had not involved themselves in surveys and research of this kind were encouraged to start such activity.

3. The democratic style of the workshop is another major strength in its method. There were no experts to pour down theories into the minds of passive listeners, nor were there departmental authorities to 'police' the functioning of the assembly. The election of the chair-persons from the house with the full authority to conduct the day to day activities brought an air of freedom from administrative 'tyranny' that participants use to suffer in their day to day work. The relaxed atmosphere tended to produce clearer minds.

4. The workshop technique of group in-depth study was conducive to the generation of new ideas. It also brought to bear the varied opinions of the constituents of the group. The final report therefore was a considered and practical set of recommendations.

   Though the National Advanced-level Workshop was an improvement on the previous techniques and though it generated much enthusiasm it must not be assumed that it was not without weaknesses. It was reported that adequate time and more elaborate directions for the preparation of 'papers' would have improved the quality of the discussions and increased committed participation.

ii) Projects that impressed the participating countries most.

Thailand has devised a hill tribes education project as a joint venture between the Ministry of Education and the Ministry of the Interior. Countries that have similar problems of communication and transportation found this a useful project. The teacher training institutions of Thailand have practiced an administrative style for the remotely located teacher college - called the 'clusters'. The mutual and inter dependent activities tend to make decision making and co-operating an easier task.

Bangladesh has introduced a population education programme in its teachers colleges aimed at striking at the roots of her galloping population expansion. The workshop devoted much time to this pressing problem and how teacher education could help to overcome it.

Afghanistan has reformed its science teaching in the middle school by the revision of its text books preparation of laboratory manual and the preparation of science kit and teacher guide.

Sri Lanka - The Alternative Field and Institutional Training (AFIT) Course of Sri Lanka generated much enthusiasm among all participants as its field training components expands the period of practical training to eighteen months during the three years of training and because practice training has been widened to embrace a training in all school practices including practice teaching. This scheme also provides for peer learning and rural development specially during the field training period.

Pakistan - The 'Science Learning Kit' introduced by Pakistan in the primary school is now being introduced to the middle grades. Many countries showed interest in its preparation and operation.

Malaysia - The integrated teacher training scheme of Malaysia which incorporated components of co-curricular activities was another project that evoked interest among the participants. The National Advanced-level Workshop was aimed at finding innovative solutions to problems arising out of its implementation.

The opinions and ideas expressed by the national directors at the Sub-regional Synthesis meeting held at Kuala Lumpur were of immense import in the continuation and development of the National Advanced-level Workshops. It also certainly helped correct deviations that individual countries had unwittingly or intensionally had the occasion to resort to.

Chapter III

FOLLOW-THROUGH ACTIONS BY COUNTRIES

I. Follow-through actions

In every participating country there is clear evidence that the National Advanced-level Workshop has generated great interest and enthusiasm among teacher educators and teacher training institutions to undertake studies or projects which aim at the improvement of teacher education programme. The multiplier effects of the workshop have taken shape at a surprisingly fast speed in some countries. This augurs well for the future development of teacher education programme. The teacher educators have taken up the new challenge in their role as propogators of educational innovations in the most serious and professional manner.

Thailand

a) The report on the National Advanced-level Workshop for Teacher Educators is now being used as an important reference document to develop a comprehensive plan for teacher education programme in the country. The recommendations presented in the report are being adhered to closely in the planning and implementation of innovative projects.

b) Teacher educators in many of the Training Colleges are making a study of the case studies and innovative practices presented at the workshop. Some selected programmes such as Project to develop Professional Proficiency for Educational Personnels, Project on Model Schools, Project on Clustering Teacher Education Programme, Project on Micro-Teaching for Increasing Professional Proficiency of Student Teachers are in the process of being developed in all teacher training colleges.

c) Co-ordination among teacher education institutes has been strengthened in respect of the implementation of innovative activities. Teacher Education Institutes located in different regions of the country are being grouped together to form Joint-Project Committees to administer co-activities in some innovative programmes. Examples of joint projects currently being undertaken are programme to develop Language Teaching, programme to develop Science Teaching, programme to promote and preserve Art and Culture.

Bangladesh

The country strongly feels that National Advanced-level Workshop for teacher education in the context of continuing education for teacher educators should not be conceived of as a one-time activity. It should be held periodically on a continuing basis and recommendations made

at the workshops should be translated into actions. Hence in Bangladesh the following steps are being taken:

a) New methods and techniques in the teacher education programme are being developed.

b) The teacher education programme is being linked closely with the school curriculum.

c) There is also a felt need for the setting up of an appropriate national organizational set-up which could be made responsible for the planning, implementation and co-ordination of all National/Unesco projects regarding teacher education. It is emphasised that the teacher educator themselves should play the dominant and the leading role in the proposed set-up.

Afghanistan

The report of the National Advanced-level Workshop for teacher educators outlines the guidelines for evaluating the overall educational activities of the teacher training institutes. In the light of ideological re-orientation of the educational system in-service education for teacher educators and teachers is being revitalized with the provision of an increased number of courses. In this respect the curriculum content of the teacher education programme is also being revised based on the recommendations presented at the workshop. In line with a recommendation expressed during the workshop steps have been taken to place teacher education under the administration of the Ministry of Education instead of the Ministry of Higher Education. It was felt that since the Teacher Education Institutes prepare teachers for elementary schools it is only proper that teacher education should be handled by the same Ministry which controls elementary schools.

Some other activities and projects which have been implemented or are in the process of being developed are:

a) The educational structure has been changed from 6 + 6 to 4 + 4 + 2.

b) The curriculum of the elementary schools is in the process of being completely revised.

c) A Master's Degree Programme for lecturers of teacher training institutes as well as other related institutes will be launched in August 1979.

Sri Lanka

a) An attempt to correct the imbalance in the distribution of teachers' colleges in Sri Lanka, is made by making financial provisions in the budget of 1980, for the establishment of two Teachers Colleges in the remote areas.

b) A start was made to rationalize the distribution of courses among Teacher Colleges, by providing special courses in subjects like Science, Mathematics, English at one Teachers College. Two other such Teachers Colleges will be given courses in Science from the beginning of 1980.

c) One of the far reaching recommendations was to change the role of the Teachers Colleges in relation to the education of teachers. Teachers Colleges will henceforth continue to function as the apex of the educational activities of the regions. To give effect to this approach Teachers Colleges were given the freedom to run short courses for teachers in service. Twelve Teachers Colleges are currently running short term orientation courses for new recruits.

d) At the National Advanced-Level Workshop many group sessions were held to prepare innovative programmes and materials for implementation during the Field Training segment of the AFIT (Alternate Field and Institutional Training) Course. The materials so prepared are now being used in the training course. They are:

   i) An assessment scheme for practice teaching and other school practices; of student teachers during the Field Training period.

   ii) Instructions to student teachers on how to conduct themselves, and face varied problems during Field Training. This was found to be necessary because they will be on their own without direct contact with their tutors for six months. This was published as a handbook.

   iii) A student teacher's Record Book was prepared and distributed among all student teachers before they went out for field training. This record book will be a commulative record of the student teachers' work done, and problems faced. The problems will be discussed during the next institutional training period.

   iv) Instructional materials to school based supervisors of student teachers during field training was prepared at the National Advanced-Level Workshop and distributed. This was intended to help the school based supervisors on how to guide and motivate the student teachers sent for field training to their schools.

e) As for continuing education for teacher educators the following activities have presently been started:

   i) Groups of teacher educators are provided with short refresher courses in their respective subjects. PYM Course (Physical Yoga and Mental Education) has already been concluded. Others will commence in the future.

ii) A Pedagogical Institute will commence operations shortly. It will have a special section for the continuing education of teacher educators.

Pakistan

The main focus of the National Advanced-level Workshops was on the re-orientation of teacher education programme in the light of ideological changes, that is, the islamization of the national education policy. Consequently, in line with the recommendations made at the workshop the following activities have been undertaken or are in the process of being developed:

a) Teacher education courses at the Primary and Lower Secondary Teachers' Certificate levels have been islamized in content and scope. This process will soon be developed for the B.Ed. course.

b) To promote continuing education for technical teachers a Technical Teachers' College is being set up in Islamabad. This college is to provide pre-service as well as in-service courses for the training of technical teachers.

c) Some other projects which are in the preparatory stage of development are the Mobile Training Units and the publication of Journals on Teacher Education.

d) Inter-institutional exchange of teacher educators within the country is being planned.

e) Workshops for teacher educators at the institutional level are also being perpetuated as a result of the success of the National Advanced-level Workshop.

Malaysia

The recommendations presented at the workshop with regard to qualitative improvement of teacher education have been well received and some projects and activities have been implemented or are in the process of being developed. Financial provision has been approved by the Treasury Estimate Committee in respect of some projects and the new staffing ratio for teacher training colleges. It is hoped that in the near future with all the facilities being made available the competencies of the teacher educators, the student teachers and the Teacher Training Colleges would be upgraded.

The following are some of the preliminary activities carried out so far:

a) The Development of modular instructional materials

Attempts are now being made to develop self-learning modules in the instruction of Educational Psychology for training colleges so as to reduce the customary lecture contact hours between the lecturers and the students and to provide more time for the students to study at their own pace and ability.

Twelve lecturers from six training colleges have been identified as potential writers for the modules. Two writing sessions have been held so far and it is hoped that six modules would be completed before the end of 1979. It is also hoped to send three or four of these writers overseas for further exposure to more effective skills and knowledge in module writing and modular instruction.

b) The Concept of the Resource Centre

The traditional concept of the library is the facility where retrievable printed materials are stored for reference. The Resource Centre concept places the task of knowledge and skill acquirement on the part of the learner. In the Resource Centre the learner has to interact with the materials and in the process thoughts and knowledge would be generated and acquired by the individual. At the Resource Centre there would be stored not only printed materials but also microforms, worksheets, slides, filmstrips, loop films all kind of modern audio-visual materials such as multi-media kits, programmed materials, models, specimens as well as a list of individuals in the community that have agreed to act as resource personnel for the institutions.

On college has so far been identified for an experimental project on the development and utilization of the Resource Centre for use by college students.

c) Staffing of colleges

The ratio of lecturers to classes will be improved so as to ensure better rapport between the instructors and the students in the training colleges. The following are some of the improvements approved for implementation with effect from the 1980 intake:

	Existing	New
i)	For General Subjects	
	1 lecturer to 15 students	2.3 lecturers to a class of 30
ii)	For Practical Subjects (Science, Home Science, Technical Subjects)	
	1 lecturers to 10 students	2.3 lecturers to a class of 20
iii)	For Special/Handicapped Students (blind or deaf and dumb)	
	1 lecturer to 6 students	2.3 lecturers to a class of 6

In addition, 65 new posts of heads of subject departments carrying a new and improved senior time-scale's salary and 33 ordinary time-scale posts have been created over and above the existing quota of lecturers in the training colleges. With the increase in the number of lecturers in the colleges it is hoped that the administrative duties may now be more effectively distributed amongst the staff and there would be more time for the academic staff to conduct tutorials and do more studies and research work.

Funds have also been made available to appoint two lecturers per college to run pre-school education courses in six selected colleges. Formerly this project was funded almost entirely by external agencies.

d) Development: building and other facilities

In the past there has been the tendency to have a uniform plan for building schools and teachers' colleges throughout the country. Steps are now being taken to design each college in terms of its special activities and functions. Hence in principle, in future each college would be distinctive and unique in structure, organization and function.

The minimum area for future campus of a college will be not less than 75 acres. This will accommodate all the co-curricular and recreational areas required. It is also hoped that in future all colleges will be fully residential.

There will also be improved facilities and equipment for micro-teaching, language laboratories, lecture theatres and resource centres in every new college built.

e) The Proposed Three-Year Teacher Training Programme

It was generally agreed that the present two-year programme is too short for proper professional, academic and personal development. The Ministry is now considering increasing the period of training into three years with one full term of teaching practice. The programme is now in its initial stages of planning and it is hoped that this would be implemented in 1981. This implies that there will be a total re-structuring of the structure and curriculum as well as the evaluation of the teacher training programme.

f) Continuing education for teacher educators

Seventeen training college lecturers have been selected for the 1979-80 post-graduate degree or diploma level courses in local and overseas universities. Each lecturer will major in a specific area of content and/or methodology, relevant to the teacher training curriculum.

The newly established Ministry of Education's Staff Training Institute (MESTI) has formulated outlines for the proposed courses in the areas of Management of Training Colleges as an Organization and Curriculum Management in Training Colleges. Further brain storming sessions between MESTI officers and Training College Principals will be held to finalize course content.

g) Revision of Existing Training College Syllabuses

Lecturers in every college have been invited to submit proposed amendments to current syllabuses by the middle of July to provide a basis for an overall revision of the syllabus for each subject area by subject panels.

h) Teaching practice

It has been agreed that as from January 1980 student teachers will be posted to the schools where they will actually serve on completion of their training for their final three months' teaching practice.

A team of 90 Federal Inspectors of Schools and 110 Training College Lecturers will be appointed as supervisors and assessors for the final practice period.

Headmasters and senior teachers where the students are posted will serve as school based guides and tutors. Their assessment of students' attitude to work and teaching competencies will be considered by supervisors in deciding the level of pass to be assigned to each student.

II. Suggestions for the future

At the meeting the Directors of the National Workshop firmly believed that the ideas eminating from the discussions could be considered by the individual country when planning innovative teacher education projects. However, for these projects to be successfully implemented so as to achieve the desired objectives it is felt that assistance from ACEID, Unesco is most appropriate. Provision for continued assistance in the form of expertise and inter-country exchange programme among teacher educators would go a long way in our efforts to perpetuate continuing education for teacher educators. Perhaps, some participating countries may be able to identify areas which they would like to profit from the experiences of other participating countries.

Unesco Regional Office for Education in Asia and Oceania, Bangkok

Dr. H.K. Paik
Specialist in New Methods in
Teacher Education
ACEID

Secretariat of Teacher Training Division, Ministry of Education, Malaysia

Datin Hafsah bte Hj. Nasir
Teacher Training Division

Mr. Goh Keat Seng
Teacher Training Division

Mr. M.R. Baskaran
External Affair Division

Mr. Loh Kok Wah
Curriculum Development Centre

Mr. Abu Hassan bin Ali
Teacher Training Division

Mr. Ahmad Ramli b. Hj. Zakaria
Teacher Training Division

Mr. Abdul Aziz Sultan
Teacher Training Division

Mr. Mat Raschid b. Jasin
Teacher Training Division

ANNEX I

LIST OF PARTICIPANTS AND OTHER ATTENDING

Afghanistan (Democratic Republic of)	Mr. Mohammed Mohsin Munsif Lecturer The Academy of Teacher Educators Ministry of Education Kabul
Bangladesh	Mr. Siddiqullah Chandhuri Principal Teacher Training College Chittagong
Malaysia	Mrs. Datin Hafsah bt. Haji Nasir Deputy Director Teacher Training Division Ministry of Education Kuala Lumpur
	Mr. Victor Gopal Principal Specialist Teachers' Training Institute Kuala Lumpur
	Mr. Abdul Rahim bin Che Teh Principal Seri Kota Teachers' College Kuala Lumpur
Pakistan	Mr. Mohammad R. Veryamani Joint Educational Adviser Curriculum Wing Ministry of Education Islamabad
Sri Lanka (Democratic Socialist Republic of)	Mr. K.S. Palihakkara Director of Education (Teacher Education) Ministry of Education Currirulum and Teacher Training Centre 225 Banddhaloka Maratha Colombo 7
Thailand	Mr. Panom Kawkamnerd Deputy Director-General Department of Teacher Training Ministry of Education, Bangkok

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ANNEX II
WORKING DOCUMENTS

1. APEID. Continuing Education for Teacher Educators - Advanced-Level Workshop, Report of a Task Force Meeting (Tokyo, 13-25 March 1976).

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4. APEID. Continuing Education for Teacher Educators - Identified Needs and plans for National Workshop (Second Series) - (Report of a Sub-regional Preparatory Meeting, Bangkok, 11 - 20 September 1978).

5. Final Report of National Advanced-Level Workshop on Teacher Education - A Self-Evaluation and programmes for the 80's, Bangkok, Thailand, 1979.

6. Continuing Education for Teacher Educators, - Thailand National Advanced-Level Workshop in Teacher Education, (Bangkok, Thailand, 8 - 17 November 1978).

7. Report of the Bangladesh National Advanced-Level Workshop for Teacher Educators, (Chittagong, 18 - 28 December, 1978).

8. Summary Report of National Advanced-Level Workshop for Teacher Educators, Afghanistan, 1979.

9. Report of National Advanced-Level Workshop for Teacher Educators, Afghanistan 1979.

10. Continuing Education for Teacher Educators - Draft Report of National Advanced-Level Workshop, Sri Lanka (26 February - 9 March 1979).

11. Continuing Education for Teacher Educators - National Advanced-Level Workshop, Sri Lanka - Theme papers, 1979.

12. Summary Report of Seminar an Evaluation of Teacher Educators Curriculum in Malaysian Teachers' Colleges (Penang, 12 - 22 March 1979).

13. Report of National Advanced-Level Workshop on Innovation, in Teacher Education, Pakistan, 1979.

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